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ABSTRACT

This study surveyed 7 special education teachers, 30 regular education teachers (a 46% response), and 32 parents of special education students (also a 46% response) in a rural Ohio school district about their attitudes towards experimental models for special education service delivery. The school district serves 1,232 students, with approximately 9% in special programs for students with developmental or learning disabilities. Introductory material defines the various models. Results of each of the seven survey questions are then individually analyzed for each of the three groups, with graphs supplementing the text. Two of the three groups preferred a flexible model in which special educators serve students where needed. Greatest needs were seen for service delivery through modified self-contained classrooms, resource rooms, and tutoring. Regular educators identified training needs in the areas of developing interventions, curriculum-based measurement, data collection, and collaboration. Special educators desired further training in collaboration and developing interventions. Most special educators and half the regular educators were willing to participate in an experimental model. Regular educators were most willing to collaborate with the special education teacher and utilize volunteers. They were least willing to modify course requirements, testing procedures, and daily work. Parents indicated that they desired teachers to make accommodations to meet individual needs, and 31 percent stated they were willing to volunteer. (DB)

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Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes

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Abstract

A questionaire was prepared to survey attitudes of special education teachers, regular education teachers, and parents of special education students towards the experimental models for special education service delivery in the state of Ohio. The school district surveyed services 1232 students with approximately 9% qualifying for special services in developmentally handicapped or learning disabilities programs. Based upon the responses to a variety of questions, suggestions were given to the school administration with regards to service delivery model, training needs, professional commitment, and parental response.

INTRODUCTION

Currently, the Division of Special Education, State Department of Education has proposed four special education service delivery models for experimental use by local schools. Since Northeastern Local Schools may wish to participate in this experimental program, this Experimental Model Survey was developed through consultation with Mary Thompson, special education supervisor, Roger Whitacre, Northeastern Local superintendent, and Dr. Veronica Gold, professor of special education at Bowling Green State University. Information about suggested models for special education service delivery was sought from special and regular teachers and parents of students with disabilities.

The groups responding to this survey were special and regular education teachers in the Northeastern Local School district and parents of students with developmental handicaps and learning disabilities in the district. A sample of regular and special education teachers were contacted and asked to participate. Forty-five of 65 regular educators (2/3rds) were chosen randomly by a lottery drawing to participate. Their surveys were sent and returned through the school mail. All seven special educators received surveys. Parent surveys were given to the seven special education teachers to disperse randomly to two-thirds of their students or 70 parents. Parents were asked to return these surveys to their perspective special education teachers.

The deadline for returning the surveys was interrupted by two snow days and a holiday. All seven special education teachers (100%) returned their surveys. Twenty-three regular educators returned their surveys and after a second request, 7 more, for a total of 30 or 46% responding.

Thirty-two of 70 parents returned their surveys for a total of 46% responding.

Each page of the survey summary contains the question asked, frequency table, and graph or minimum, maximum, and mean statistics as well as paraphrased comments made by the respondents. Total N is the number of surveys returned in that group. N, Usable is those responses tallied. Results of each group (regular educators, special educators, parents of students with developmental handicaps or learning disabilities) are summarized here. Some items were not considered usable because of incomplete or ambiguous answers, both or neither response marked. Finally, a discussion of survey results follows with recommendations for consideration by the school administration.

The following definitions have been used throughout all three surveys.

Definitions of Models:

Model 1: Handicapped and nonhandicapped students are full time in regular education classrooms. Special and regular educators have full time responsibility for all students in the regular classroom.

Model 2: Students with and without handicapping conditions are served in the special education classroom. Modified or functional curriculums can be used. This does not preclude mainstreaming.

Model 3: Special educators serve students with a variety of handicapping conditions in the special education classroom using a functional curriculum. This does not preclude mainstreaming.

Model 4: Special educators serve students where needed. These services may be in the regular classroom with the regular teacher, learning center, or special education class. Special educators may serve as consultant, teacher, or tutor depending on student need.

Definition of Service Delivery Models:

1) Self-contained: All classes are taught in the special education room by the special education teacher.

2) Modified self-contained: Students are mainstreamed in some areas. All other classes are taught in the special education classroom by the special education teacher.

3) Resource room: Students spend most of the day in the regular classroom and go to the resource room for part of each day. The resource room teacher works closely with regular teachers.

4) Tutor: The special education teacher tutors special education students in mainstreamed areas. Special education teachers provide 1 on 1 instruction to support students with handicaps in the regular class.

5) Itinerant: This person visits the school periodically and focuses on skill development.

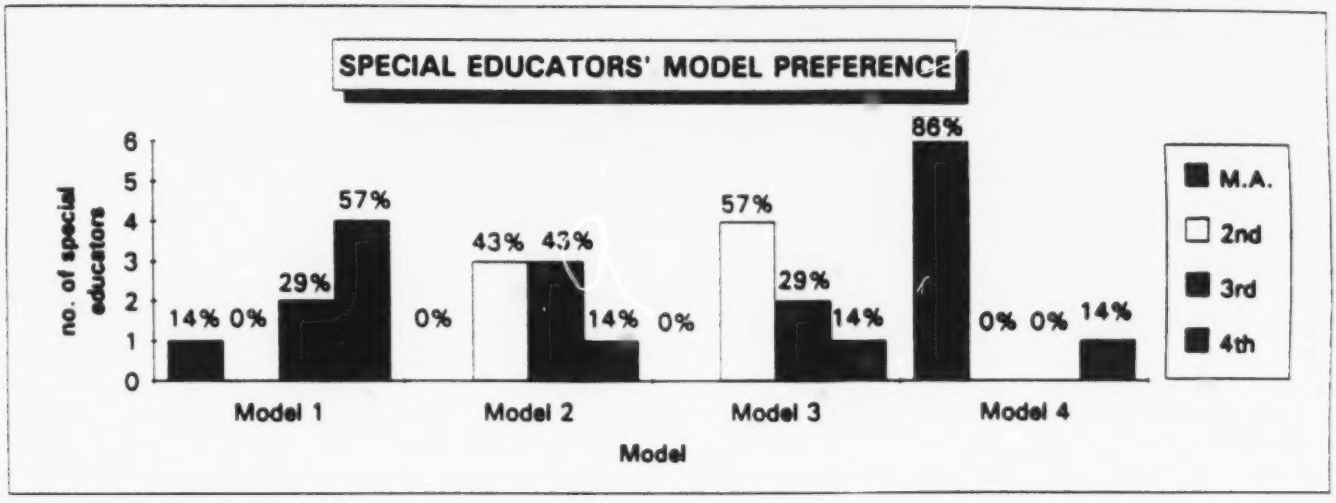
6) Teacher consultant: This person provides helping support to all teachers who have mainstreamed students. This may include demonstrating use of materials, making assessments, providing services, etc.

Special Education Teacher Survey

Question 1: Rank these models as to which you would feel most comfortable teaching.

Total N = 7 N, Usable = 7 M.A. = Most Acceptable

Models	Model 1	Model 2	Model 3	Model 4
M.A.	1	0	0	6
2nd	0	3	4	0
3rd	2	3	2	0
4th	4	1	1	1



Model 1: Handicapped and nonhandicapped students are full time in regular education classrooms with special and regular educators.

Model 2: Students with and without handicapping conditions are served in the special education classroom.

Model 3: Special educators serve students with a variety of handicapping conditions in the special education classroom (functional curriculum).

Model 4: Special educators serve students where needed.

Comments:

- **Ranking is assuming cooperation from regular teachers and adequate time.**

SUMMARY:

Special education teachers overwhelmingly (86%) chose Model 4 as their first choice. Fifty-seven percent chose Model 3 as their second choice. Model 2 was the third choice of 43% of the special educators.

Question 2: How many special education students are on your class roster?

Total N = 7 N, Usable = 7

Minimum = 8 Maximum = 18 Mean = 14.2

Question 3: Are there students on your class roster this year who would best be served by any of the service models? If yes, how many?

Total N = 7 N, Usable = 7

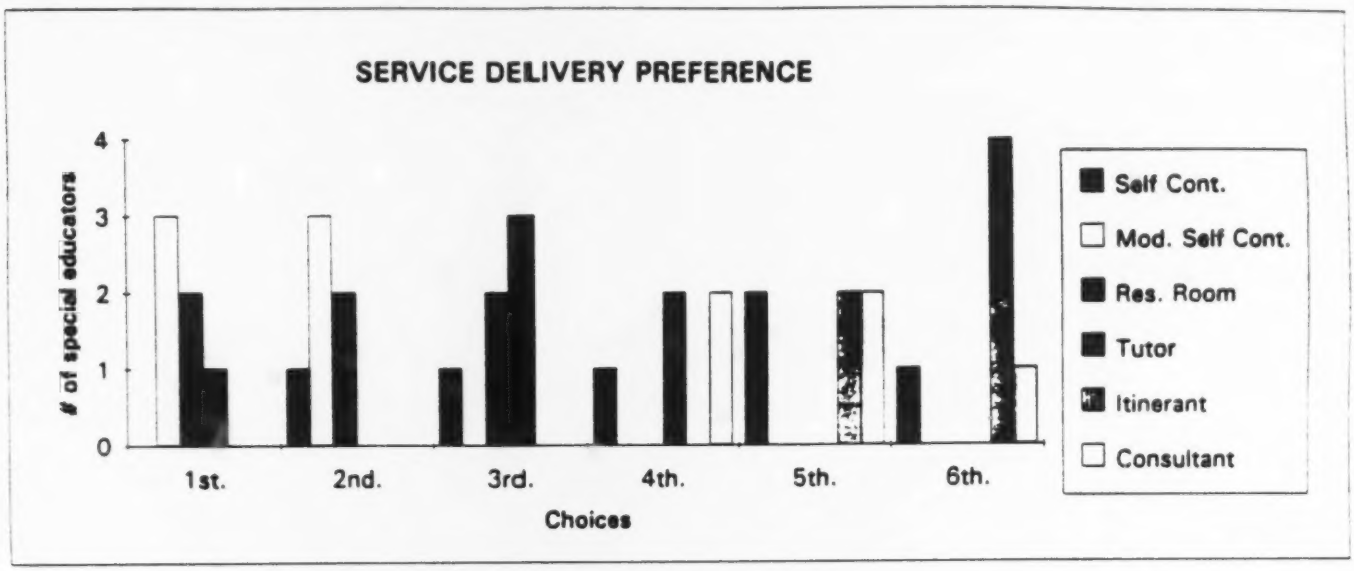
Service Delivery Model	Minimum	Maximum	Mean
Self-contained	2	5	3.50
Modified self-contained	3	13	8.60
Resource Room	2	8	4.00
Tutor	1	5	2.75
Itinerant	0	0	0.00
Teacher consultant	1	18	10.3

	yes	no
Self-contained	2	5
Mod. self-contained	6	1
Resource Room	7	0
Tutor	4	2
Itinerant	0	5
Consultant	3	4

Question 4: Which service model would you feel most comfortable in implementing? 8

Total N = 7 N, Usable = 7

	1st.	2nd.	3rd.	4th.	5th.	6th.
Self Cont.	0	1	1	1	2	1
Mod. Self Cont.	3	3	0	0	0	0
Res. Room	2	2	2	0	0	0
Tutor	1	0	3	2	0	0
Itinerant	0	0	0	0	2	4
Consultant	0	0	0	2	2	1



Comments:

- **Models other than 2 or 3 do not fit the students I work with or the number of students I have.**
- **This survey is cut and dried; children are more than numbers and need to be dealt with individually.**

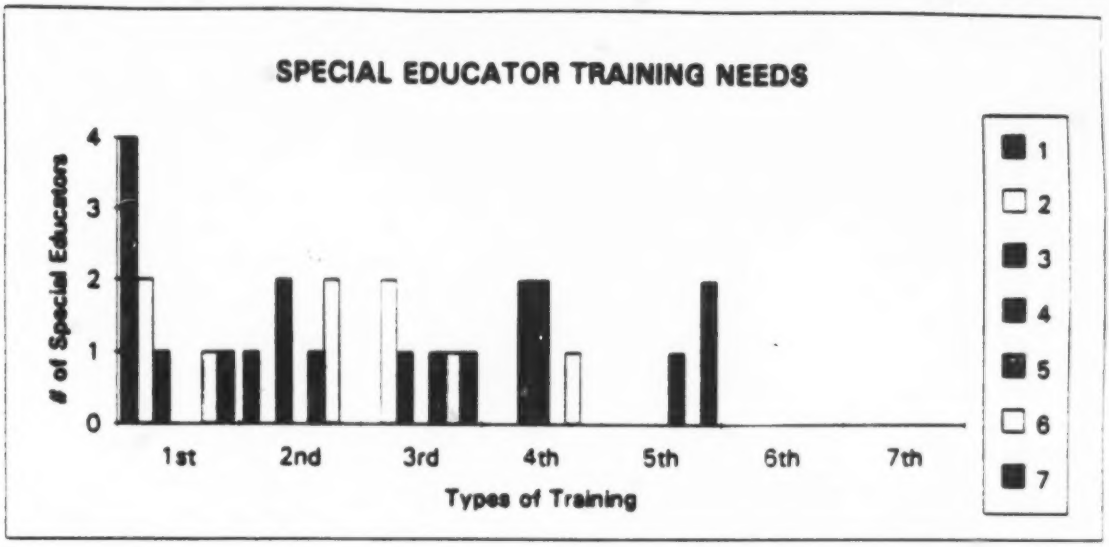
SUMMARY:

As a whole, special educators indicated modified self-contained (48%) as their first choice, resource room (29%) as their second choice, and tutor (14%) as their third choice.

Question 5: What areas do you feel you need training in to implement any of the four models? 9

Total N = 7 N, Usable = 7

	1st	2nd	3rd	4th	5th	6th	7th
1	4	1	0	0	0	0	0
2	2	0	2	0	0	0	0
3	1	2	1	2	0	0	0
4	0	0	0	2	0	0	0
5	0	1	1	0	1	0	0
6	1	2	1	1	0	0	0
7	1	0	1	0	2	0	0



Types of Training:

1. **Collaboration**
2. **Developing Interventions**
3. **Problem Solving**
4. **Cooperative Learning**
5. **Interactive Communication**
6. **Curriculum-Based Measurement**
7. **Data Collection**

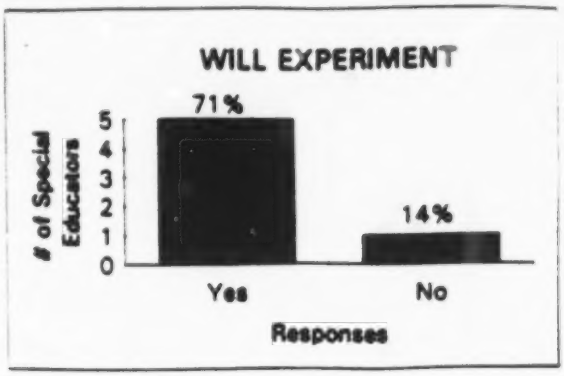
SUMMARY:

Special educators indicated a need for training in collaboration (57%), developing interventions (29%), and problem solving, curriculum-based measurement, and data collection (14% each) as their first choices. (One person surveyed marked three areas as equally needed and first choices.) Second choices receiving 29% each were problem solving and curriculum-based measurement.

Question 6: Are you willing to work in an experimental service model classroom next year?

Total N = 7 N, Usable = 6

Response	# of Sp. Ed.
Yes	5
No	1



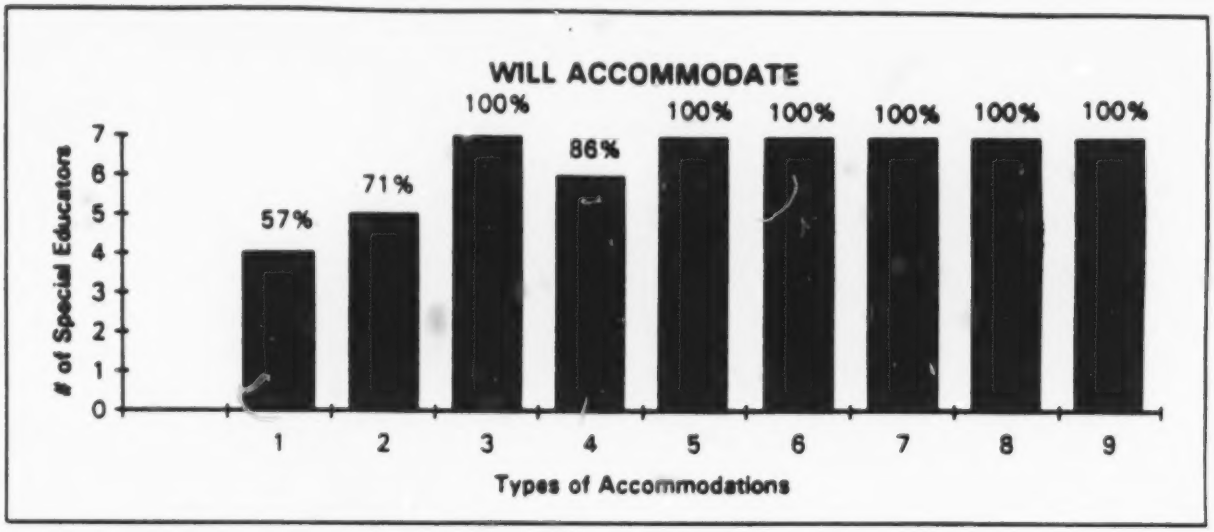
Comments:

- *As long as the numbers are not too great (2).
- *As long as students are not left out.
- *Proper training and adequate special educators for all students, i.e. DH, LD, and at risk.
- *I don't want to spend many after school hours working on this due to other commitments.
- *Depending on planning time, aides, and scheduling.

Question 7: Are you willing to participate in an experimental special model in any or all of the following areas?

Total N = 7 N, Usable = 7

	# of Sp Educators
1	4
2	5
3	7
4	6
5	7
6	7
7	7
8	7
9	7



Types of Accommodations:

1. **Team teaching with the regular education teacher.**
2. **Assisting students who need extra help in the regular education class.**
3. **Collaborating with the regular education teachers.**
4. **Developing grading accommodations for mainstreamed special education students with the regular education teacher.**
5. **Use of volunteers.**
6. **Developing modifications on daily work for the mainstreamed student with the regular educator.**
7. **Developing modifications in course requirements for the mainstreamed student with the regular educator.**
8. **Developing modifications in teaching styles to meet individual student needs.**
9. **Developing modifications in testing for the mainstreamed student with the regular educator.**

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SUMMARY:

All special educators (100%) were willing to accommodate in the areas of collaborating with the regular education teacher, using volunteers, and working with the regular education teacher to plan modifications in daily work, course requirements, and testing, and to modify teaching styles to meet individual student needs.

Comments about any of the models, service delivery models, special education program, etc.:

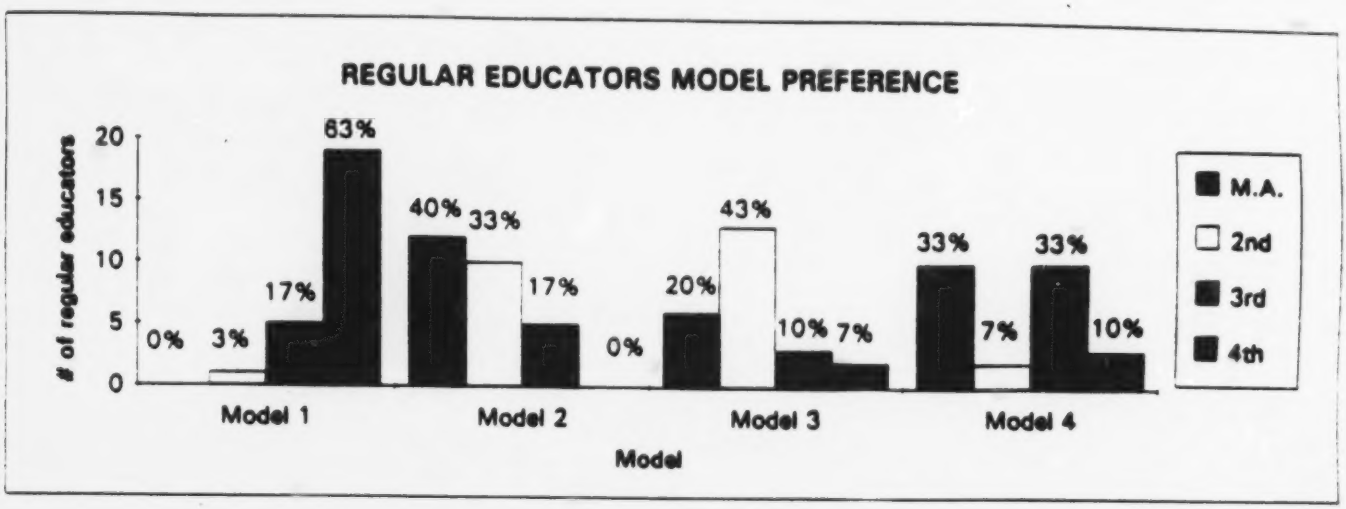
- *At risk students need to be defined.
- *Teacher student ratio needs to be reasonable.
- *Due to the number of students, it would be difficult to schedule time in the regular classroom.
- * Time should be given within the school day for planning and implementing the models.
- * Need planning and release time to do this or extended contract or supplemental salary.
- *The LD program has come a long way. Parents are realizing their kids are smart and need to learn in a different way. Now you want to label it "Special Ed." and start the feeling of inadequacy again? Are we moving backward?
- *I need a full time aide to make this work smoothly.
- * We need to consider there will be more referrals, especially at the elementary level.

Regular Education Teacher Survey

Question 1: Rank these models as to which you would feel most comfortable in being involved with in your present teaching situation.

Total N = 30 N, Usable = 28 M.A. = Most Acceptable

Models	Model 1	Model 2	Model 3	Model 4
M.A.	0	12	6	10
2nd	1	10	13	2
3rd	5	5	3	10
4th	19	0	2	3



Model 1: Handicapped and nonhandicapped students are full time in regular education classrooms with special and regular educators.

Model 2: Students with and without handicapping conditions are served in the special education classroom.

Model 3: Special educators serve students with a variety of handicapping conditions in the special education classroom (functional curriculum).

Model 4: Special educators serve students where needed.

Comments:

***Not against 4, models 2 and 3 are more familiar.**

SUMMARY:

The first choice of regular educators for experimental models was Model 2 with 40% making that their first choice. Second choice with 33% was Model 4 and third choice of models was Model 3 with 20%. Their last choice overwhelmingly was Model 1 with 63% making this their last choice.

Question 2: How many special education students are on your class roster?

Total N = 30 N, Usable = 28

Minimum = 0 Maximum = 20 Mean = 3.31

Question 3: Are there students on your class roster this year who would best be served by any of the following service delivery models? If yes, how many?

Total N = 30 N, Usable = 23

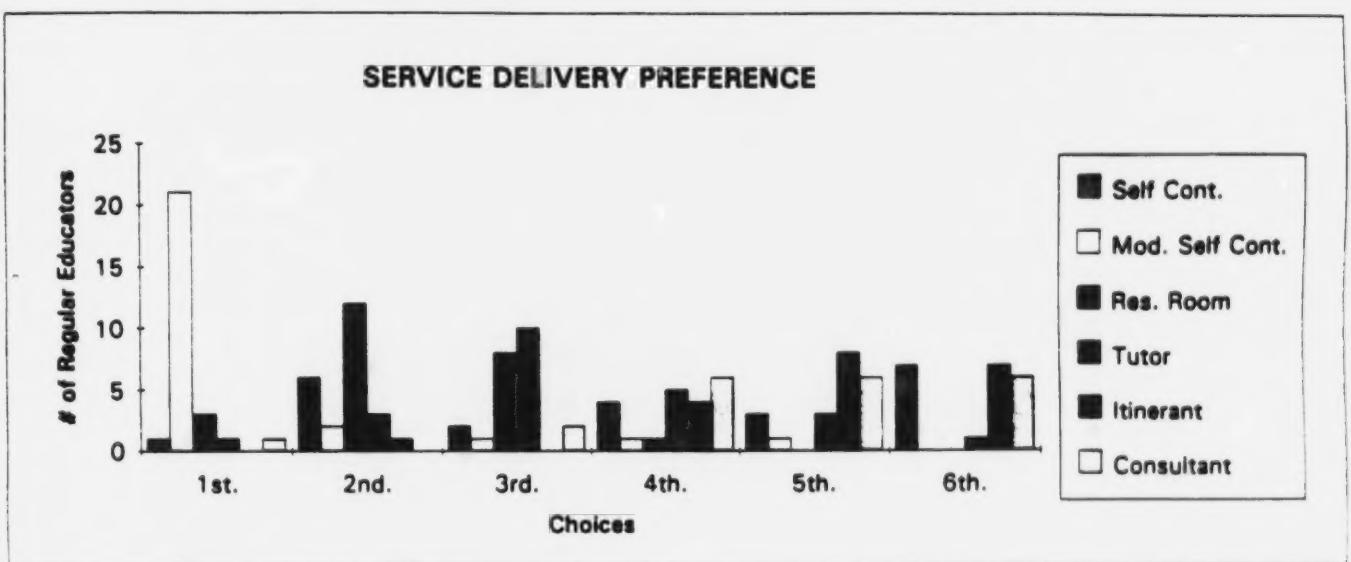
Service Delivery Model	Minimum	Maximum	Mean
Self-contained	1	6	2.63
Modified self-contained	1	10	3.29
Resource Room	1	5	2.54
Tutor	1	4	2.31
Itinerant	1	4	4.00
Teacher consultant	1	10	3.75

	yes	no
Self-contained	8	17
Mod. self-contained	22	3
Resource Room	13	10
Tutor	13	9
Itinerant	4	18
Consultant	4	17

Question 4: Which service delivery type would you feel most comfortable in implementing in conjunction with the special education teachers in your building? 16

Total N = 30 N, Usable = 27

	1st.	2nd.	3rd.	4th.	5th.	6th.
Self Cont.	1	6	2	4	3	7
Mod. Self Cont.	21	2	1	1	1	0
Res. Room	3	12	8	1	0	0
Tutor	1	3	10	5	3	1
Itinerant	0	1	0	4	8	7
Consultant	1	0	2	6	6	6



Comments:

- *Consider the needs of the child and the teacher when implementing programs; too often officials are looking for cost reduction and overlooking what we know about children.
- *A special class is needed to give special kids more structure, self-esteem; have more rapport with parents.
- *Let's not go in reverse with special education as we did with the kindergarten program.
- *Conditions, rooms, time, children and teachers must be considered.
- *They were put in special education to get individual help--why put them back?(2)
- *I do not believe in treating students differently.
- *Regular education teachers can't give the help that the special education teachers can.
- *The least restrictive environment is not back in regular education.
- *3 works well with the students that I have.
- *I believe remedial programs should be available for all students at risk whether labeled or not.
- *I don't feel we should sacrifice quality programming because less than 10% of the student body cannot control themselves or perform at the level that needs to be maintained.

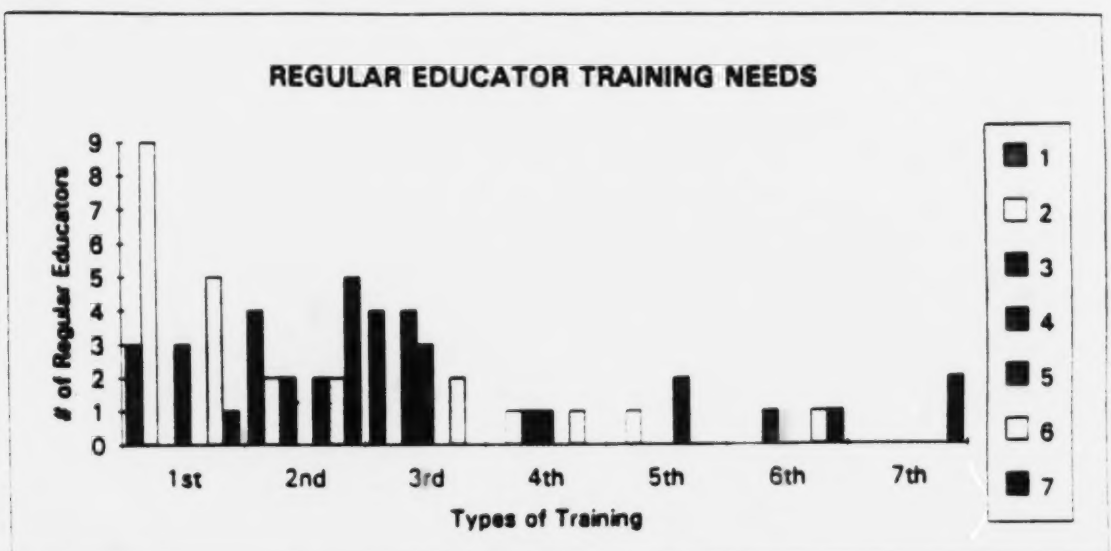
SUMMARY:

Regular educators, according to this survey, prefer the modified self-contained service delivery model with 70% making this their first choice. Forty percent of the regular educators responding felt that a resource room was their second preference. Tutoring was chosen as the most preferred third choice with 33% responding in this manner.

Question 5: What areas do you feel you need training in to implement any of the four models?

Total N = 30 N, Usable = 29

	1st	2nd	3rd	4th	5th	6th	7th
1	3	4	4	0	0	0	0
2	9	2	0	1	1	0	0
3	0	2	4	1	0	1	0
4	3	0	3	1	0	0	0
5	0	2	0	0	2	0	0
6	5	2	2	1	0	1	0
7	1	5	0	0	0	1	2



Types of Training:

1. Collaboration
2. Developing Interventions
3. Problem Solving
4. Cooperative Learning
5. Interactive Communication
6. Curriculum-Based Measurement
7. Data Collection

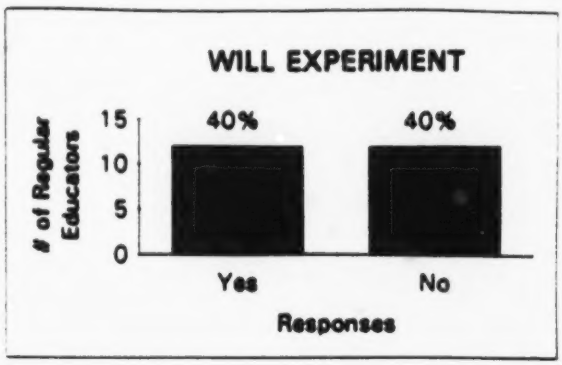
SUMMARY:

Training needs for regular educators were surveyed to be developing interventions and curriculum-based measurement with 30% and 17% respectively indicating this as their first need. High areas indicating second choices were 17% data collection and 13% collaboration.

Question 6: Are you willing to work in conjunction with an experimental service model classroom next year? 19

Total N = 30 N, Usable = 25

Response	# of Reg.Ed
Yes	12
No	12



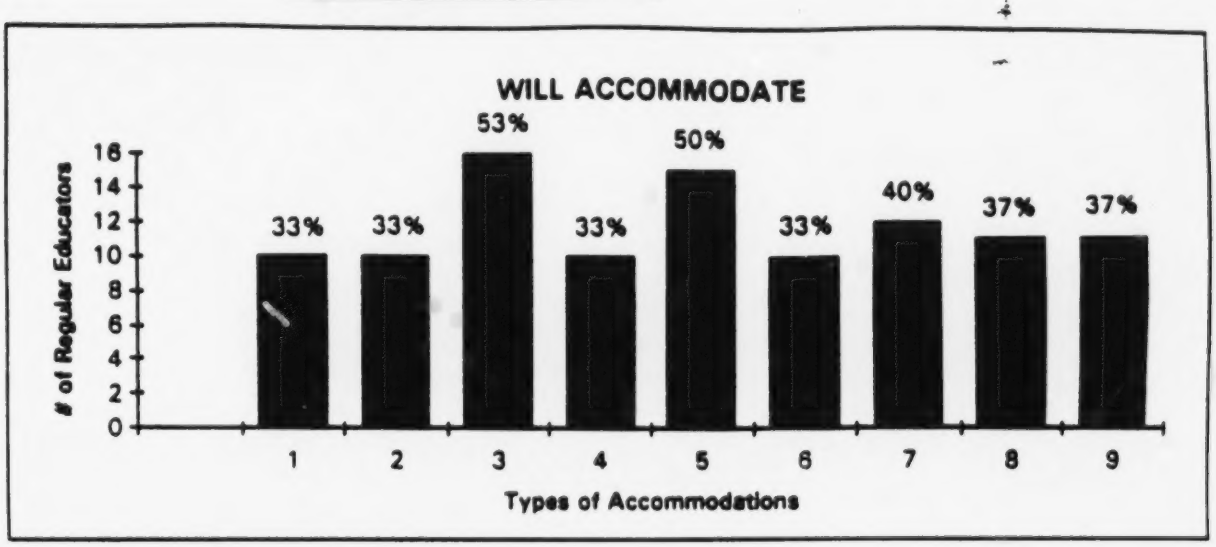
Comments:

- *No--time constraints.
- *I feel forced into this by people who haven't been in the classroom for years.
- *Yes, depending on the classroom situation next year.
- *Students should also be talked to and prepared for this change.
- *Do we have a choice--we are doing this now with some students and it is not working well.
- *Yes, if I have input from day 1--I will not sacrifice what's best for 90-95% of the students for 5-10% of the students who chose not to cooperate.
- *Students are put in special education because they need individual attention.
- *I don't know. It depends on class size, the needs of the other children in the class, and the type of model chosen.

Question 7: Are you willing to participate in an experimental special education model in your building in any or all of the following areas?

Total N = 30 N, Usable = 29

	# of Regular Ed.
1	10
2	10
3	16
4	10
5	15
6	10
7	12
8	11
9	11



Types of Accommodations:

1. **Team teaching with the special education teacher.**
2. **Teaching with special education teacher in the room to assist students who need extra help.**
3. **Collaboration with the special education teacher.**
4. **Grading accommodations for mainstreamed special education students.**
5. **Use of volunteers.**
6. **Modifications in students' daily work.**
7. **Modification in students' course requirements.**
8. **Modifications in teaching styles to meet individual student needs.**
9. **Modifications in testing.**

Comments:

- **I already do some of these things. (3)**

SUMMARY:

Regular education teachers indicated willingness to accommodate in the areas of collaboration with the special education teacher (53%), using volunteers (50%), and modifying course requirements (40%).

Comments you have about the models, services delivery models, special education programs, etc.:

- *This survey does not apply to me. (2)
- *I believe this is only being done to save money--meeting the needs of students should come first.
- *Modifications are made by me (regular education teacher) now, but it is not common knowledge to the rest of the class--they would think it is unfair.
- *We won't need special education teachers if all kids are put back in regular education classrooms.
- *If it is to save money, it won't. We will need more aides, computers, etc.
- *How could one LD teacher be with all her students at all times of the day.
- *Scheduling problems.
- *Adding LD and DH students to some regular classes at certain buildings will over load some teachers.
- *We are too caught up with the special education students and need to recognize the harm that can be done by not allowing other students to be stretched.
- *Why not provide smaller classes for at risk students so they can really learn--I am interested in a remedial program.
- *Needs to be taught K-12 that we all have something in our lives to overcome and learn what we need to do to overcome it.
- *LD students can do the work if they choose to; they can also blame their diagnosis as the problem.
- *If special education students are put back in the classroom, we are back where we were 30 years ago--they will not receive the quality education they are receiving now; we need to put education as our top priority, not finances. Our school needs to add a special education 4-6 classroom; trotting the special education teacher around all day is not giving the students the education they deserve.
- *If we are going to work with special education kids, we need training.
- *This doesn't apply to me due to my subject area.
- *Some of the models appear to be a step backward. Students with learning difficulties benefit from the small groups that are available in special ed. classrooms. Often special education students can be accommodated in the regular classroom but it is often at the expense of the rest of the students.
- *If a new model is implemented - has administration made arrangements for the time involved or will we be asked to do this on our own?
- *Children identified as special ed. students usually need experiences not available in a regular classroom. (visual perception, auditory perception)

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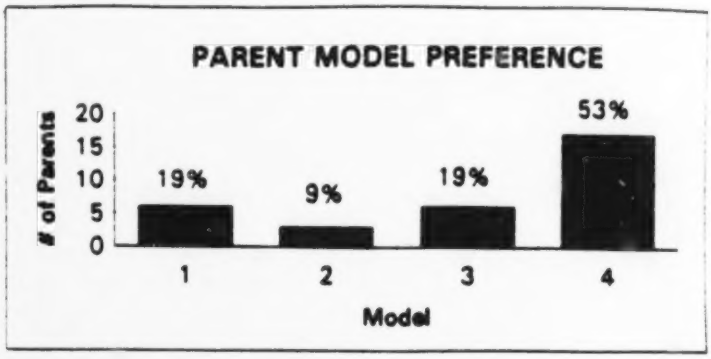
Parent Survey

Question 1: Which model, in your opinion, would best serve your child?

Total N = 32 N, Usable = 32

Model	# of Parents
1	6
2	3
3	6
4	17



Comments:

- *Model 1 may be distracting to some students; Model 2 is a good choice if it includes all at risk students.
- *Model 4 as choice - my child needs extra help in some areas, but should learn how to do some things without extra help.
- *Model 4 as choice - they can get out in regular classrooms, but still have some help to fall back on.
- *Model 1 is the hardest from a teacher's point of view and more teachers are needed.
- *My child gets upset missing regular classroom work when going to the LD room.
- *My child needs to be in the special education class for some subjects and needs instruction in those subjects.
- *Model 1 benefits nonhandicapped, but children needing 1 on 1 are hindered.
- *Make sure the classroom is handicap accessible to wheelchair and children who have a hard time walking; not upstairs and close to restrooms.

SUMMARY:

Fifty-three percent of responding parents felt Model 4 would best meet the needs of their children. Models 1 and 3 both received 19% of the support.

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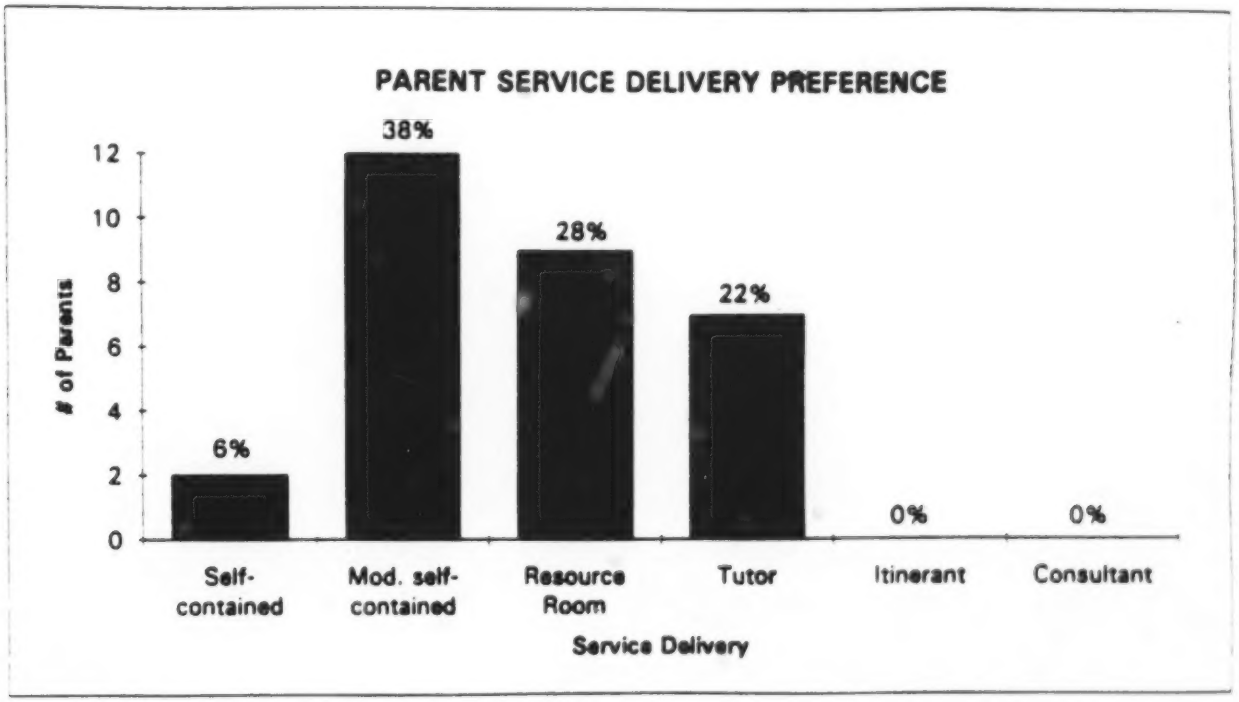
Question 2: Which service delivery type, in your opinion, would best serve your child?

Total N = 32 N, Usable = 29

Service Delivery	# of Parents
Self-contained	2
Mod. self-contained	12
Resource Room	9
Tutor	7
Itinerant	0
Consultant	0



Comments:

- **My child doesn't do well in regular class because he doesn't understands and becomes a behavior problem.**
- **Sometimes my child needs 1 on 1 and it is helpful to her (3)**
- **3 or 4 or a combination would be good.**
- **Not only a teacher, but a full time aide is needed at all times.**

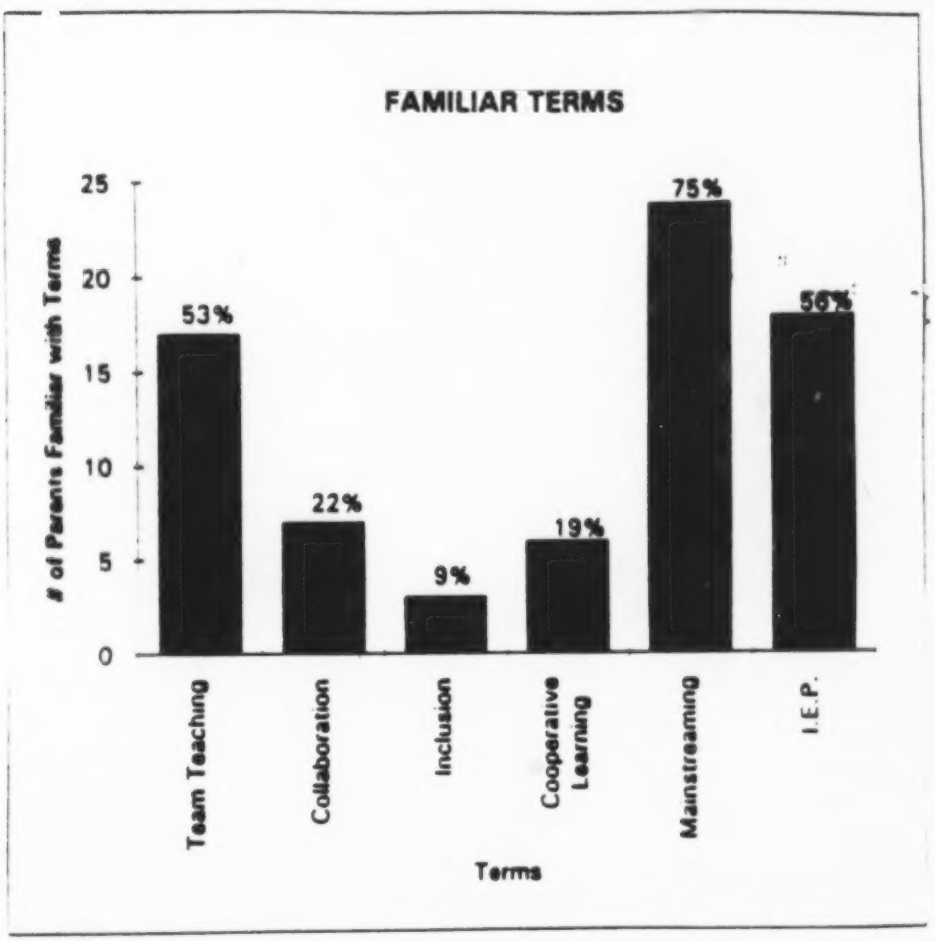
SUMMARY:

Thirty-eight percent of parents surveyed choose modified self-contained as the service delivery model which would best meet their child's needs. The resource room was chosen by 28% of the parents with 22% choosing tutoring.

Question 3: Check any or all of the following terms you are familiar with. 24

Total N = 32 N, Usable = 32

Terms	# of Parents
Team Teaching	17
Collaboration	7
Inclusion	3
Cooperative Learning	6
Mainstreaming	24
I.E.P.	18



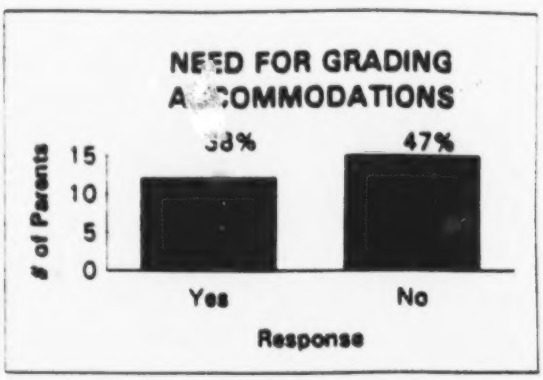
SUMMARY:

Seventy percent of the parents responding indicated that they were familiar with the term mainstreaming. Fifty-six percent indicated that they knew the meaning of I.E.P. and 53% the meaning of team teaching.

Question 4: Do you think a regular education teacher should make special grading accommodations for special education students in their classrooms? For example, using a different grading scale or contract system. 25

Total N = 32 N, Usable = 28

Response	# of Parents
Yes	12
No	15



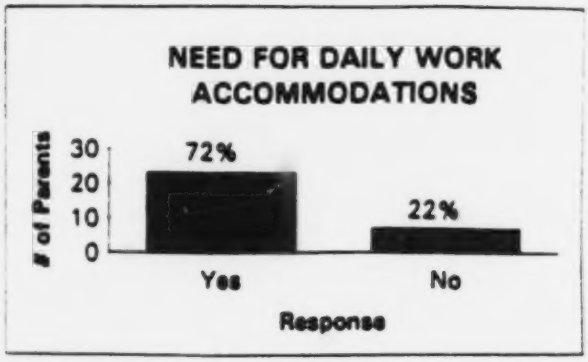
Comments:

- *Student should obtain same grade average as other students, but is up to the teacher to use methods to help student succeed.
- * They should be graded on their ability.
- *The teacher knows the child's ability well enough to make the right decision on grades.
- *Teacher needs to realize the disability and that they can't expect the same from special student.
- *They should grade them different, but I'm worried they will get through the system without learning enough.
- *No, other kids may resent them.
- *No, as long as the student understands the work.
- *No, kids should be treated equal.
- *No, they are not dumb, just don't catch on as fast.
- *Yes, if the scale is marked that way--otherwise, no.
- *No, students should be allowed other options, extra credit, etc. to help their grade.
- *No, as long as the student understands how to do the work.
- *I believe kids with learning problems should be watched and encouraged by all their teachers.
- *Yes & No; each child is different and it would depend on the circumstances and the child's ability.
- *I think a child with special needs should be graded by capabilities and effort, not on national averages.
- *If there is no other way the children can be in the L.D. classroom, they aren't all the same.

Question 5: Do you think a regular education teacher should make special modifications in daily work for special education students in their classrooms? For example, shortening assignments, giving more time, etc. 26

Total N = 32 N, Usable = 30

Response	# of Parents
Yes	23
No	7



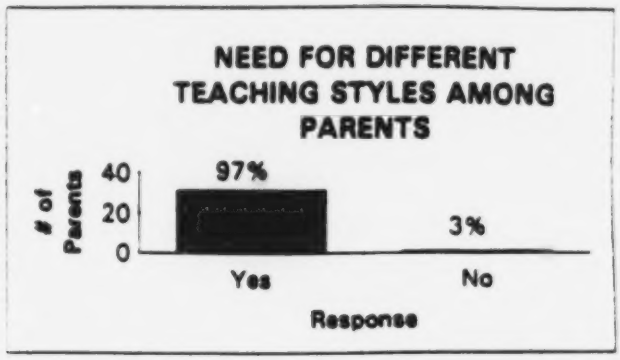
Comments:

- *Kids need more time. (3)
- *Read to the student.
- *Will that take away from other kids and cause distractions?
- *No, other kids may be resentful.
- *It should be done at a time that doesn't interfere with other classroom work.
- *With a shorter attention span, they need more time to organize their thoughts.
- *Telling them they are too slow only adds to their frustrations.
- *If teachers have time to keep track on a person to person basis.
- *No, they should learn to take responsibility.
- *No , they are not dumb, just don't catch on as fast.
- *Yes, until completely understood. (2)
- *I would like to see some homework come home so as a parent can see how they are doing.
- *I feel a regular education teacher should have some background on L.D. children and recognize what to do with them.
- *Years ago, teachers would recognize students with problems, get the other students started on a task, then take those having problems to a table to work with them individually.
- *I think a child with special needs should be graded by capabilities.
- *Sometimes too much work overwhelms a child even without other problems, but it depends on the child...if they can handle it that is where it is important to keep in contact with parents.

Question 6: Do you think a regular education teacher should use different teaching styles to meet the individual needs of the students in their classes? For example, vary the way they present the material, use group work, cooperative learning, peer tutoring, etc.

Total N = 32 N, Usable = 32

Response	# of Parents
Yes	31
No	1



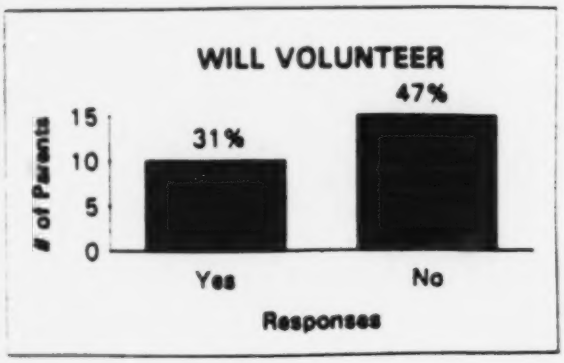
Comments:

- *Vary the way things are presented. Some understand one way and some another.
- *A peer explaining may work.
- *They need more 1 on 1.
- *If the class is small enough.
- *It would be helpful to my child.
- *They could understand the material better.
- *When possible, but regular teachers don't have the time---that's why special education teachers are needed.
- *Yes to varying the way they present; no to peer tutoring (it can be harmful).
- *Every child has their own speed. Some need more 1 on 1 than others. Yes, I think that it would be very important in doing this because of each individual need of every child is different. They all go at different speeds. Some children comprehend things faster than others and need more 1 on 1.
- *I feel a teacher should do or try anything to reach his/her students--whether they are learning disabled or not. Not all children, even so called regular children learn the same way.

Question 7: Would you be willing to volunteer time on a regular basis to assist in a special education classroom?

Total N = 32 N, Usable = 25

Response	# of Parents
Yes	10
No	15



Comments:

- *It would be better to have volunteers who don't have kids in the class.
- *If I have time. (3)
- *I work. (8)
- *On days off. (2)
- *If I can work around my schedule. (3)
- *The more we learn about our children, the more we can help them.
- *No time.
- *I have a small child at home and no one to watch them.
- *A full time aide is important since many parents work and are not available to volunteer.

Question 8: What suggestions do you have to improve the services of the special education program at Northeastern Local Schools?

Comments:

- *Teachers need to read students' psychological reports so they know the child before beginning in the fall.
- *Special education kids should not move up a grade if they have not improved over the year.
- *Keep children with their own grade level. My child missed out on 2 years with classmates.
- *Special education teacher and program are great! (2)
- *Regular teachers need to be aware of special needs and how to deal with them.
- *Complete testing should be done more often than once every 3 years to get a better picture to go by.
- *Try to keep classes small for a more personal approach.
- *Try to meet more individual needs of the students.
- *A teacher and a full time aide is needed.
- *Have someone that not only does OT but also PT. It is very important to some children. Also make sure that the children that need closer attention in moving around and may have problems walking have a buddy or an adult watching them.
- *Limit class size.
- *The classroom at my child's school is too crowded. I feel 12 is enough.
- *I think incentives are good, but should be modified or rethought as child matures or ages. Sometimes I think my child doesn't want to do something unless there's something in it for her, but I realize individual motivations are difficult.

Comments about the models, service delivery models, special education program, etc.:

- *Kids should be in classes with others in their grade so they know them.
- *Current teacher does a great job!
- *More concentration needed on living and socialization skills than on traditional subjects like history and science. For special education children, job skills and vocational training are important.
- *Teaching kids with special needs requires a lot of patience; the teachers work hard to give attention and praise.
- *I think my child could handle mostly regular classes with grading and teaching modifications.
- *I believe all students' teachers should work together for the best of the child and realize that each student is different.
- *Educate not only children but adults and teachers alike more about the special needs children. I seem to find more and more that people in the regular school system are not geared for the handicapped child. They are still a long way from knowing how to treat them. The other children should be taught how to be caring adults. Children can be very cruel.
- *Northeastern Local has a fairly good program, but from my own experiences from not only high school needs, but to grade school special needs children, the school system has a long way to go in learning the needs of children more and taking a stronger interest in them as children growing into adults with needs that need to be taught and met in a better context than what is there.
- *I feel this issue would not have come up if the classroom wasn't so overcrowded and the school was getting desperate. There will even more K and 1st graders placed due to the lack of parents at home and the economy.
- *Pairing handicapped with "smarter" children seems to work well in some areas.
- *The school system certainly puts effort into the gifted program. Is that to make the school look good? The average students are left hanging. A good school does for everybody.
- *If you want regular education teachers to take over more, they are going to have to go back to school and take special classes. From preschool to high school, teachers should be informed and educated in how to help these students.
- *If different and creative types of teaching are used, it will benefit all in the class.
- *The social aspect is just as important as the academic aspect for L.D. children. They need acceptance more than the regular student. They are not "dumb" children.

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DISCUSSION OF SURVEY RESULTS

SERVICE DELIVERY MODELS

Two of the three groups chose Model 4 as their preference which is a flexible program. Since two of the three groups preferred Model 4, the administration may want to consider a flexible program such as Model 4 and provide a full range of services from self-contained to consultant models.

All three groups indicated the greatest student need for service delivery through modified self-contained, resource room, and tutoring. These were also the methods which special and regular educators felt most comfortable in implementing. The administration may want to consider choosing a model in which all three of these areas are provided. A model with the capability of expanding to meet the needs of all students through all service delivery forms may be an option through Model 4.

TRAINING NEEDS

Training needs indicated by those regular educators responding in this survey were: a) developing interventions, b) curriculum-based measurement, c) data collection, and d) collaboration. Special educators responded with a need for further training in collaboration and developing interventions. The administration may want to consider providing training sessions or inservices in these areas. Collaboration as stated earlier in this summary is a practice that is preferred by many professionals in the field of education and may need to be a top priority in order to promote ownership of each child's educational needs by all teachers.

*Recommendation: Collaboration and consultation are different. Consultation is based on an expert model that can be destructive to staff morale. Since all professional staff have something to offer, collaboration

allows equal roles and responsibility and is currently the preferred professional practice.

PROFESSIONAL COMMITMENT

Results of this survey indicate that the majority of special educators and half of the regular educators responding were willing to participate in an experimental model. Considering comments made, all teachers were more willing to participate if adequate time for planning and reasonable class size (pupil-teacher ratio) were taken into consideration. The administration may consider addressing these concerns from the start to increase enthusiasm for participation in the program.

Regular educators suggested that they were most willing to make accommodations for special needs students by collaborating with the special education teacher and through use of volunteers. They were least interested in modifying course requirements, testing procedures and daily work. Special educators responded by indicating their willingness in almost every area of accommodation. The least chosen type of accommodations by special educators included team teaching and assisting in another classroom.

This seems to indicate for administration that collaboration truly is an area in which training needs to occur since willingness is implied in this area. The results also imply that a slow progression into this program and proper training will ease the fears that seem to be surfacing with these comments. Another strategy to overcome resistance may be to limit special and regular teacher participation to those teachers who are highly committed to collaboration and students or who are leaders and risk takers. Also, principals need to provide public support and draw staffs' attention to the efforts of teachers who do co-teaching or team teaching.

PARENTAL RESPONSE

Parents specified that they were familiar with the terms mainstreaming, team teaching and I.E.P. However, the fact that only 56% of those responding knew the meaning of I.E.P. is disheartening. The administration may want to consider parental inservice or meetings to introduce an experimental model if one is chosen. At the very least, a decision should be made in advance of the spring I.E.P. conferences so that complete information and explanations can occur before implementing any changes. Perhaps some sort of glossary of terms could be prepared and distributed to parents.

Parents specified a desire for teachers to make accommodations in teaching styles and daily work to meet the individual needs of students. However, the majority of the parents responded negatively to the need for grading accommodations. Making lessons fit the student, providing many options and building on students' strengths are all apart of accommodating and the new standards for the New Ohio School. The administration could possibly encourage teachers to work toward these goals to improve all students' education.

Only 31% of parents responding stated they were willing to volunteer on a regular basis in the special education classroom. Comments pointed to the fact that many parents already work and were not available. The administration may need to consider that there are a limited number of parent volunteers available on a regular basis. The administration may also consider cross age volunteers to assist teachers participating in an inclusion program. However, nearly one-third of all parents of children with disabilities were willing to serve kids. Also, there is no current data from parents of students in the regular education classrooms regarding "volunteer

issues." Other parental concerns included the need for limited class size, more one on one, the teaching of functional and social skills to special needs students, and the grade appropriateness of the special classroom placement.

SUMMARY

In summary, the results of this survey seem to imply that teachers and parents in the Northeastern Local School District prefer the flexibility that experimental Model 4 would provide. Service delivery, at the very least, should include modified self-contained classrooms, resource rooms and tutoring. If the system does not offer these options, special educators may be simply doing "pretend teaching" in their classrooms.

Special and regular educators need training in collaboration techniques and in developing interventions. Parents also need to be informed of any changes in the program prior to its onset. Gradually phasing in a collaborative model and proper planning may defer problems. Consideration should be given to class size, teacher-pupil ratio, and the readiness of professional personnel for change.